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ABSTRACT

This booklet reviews considerations of internationalizing higher education through the experiences of faculty including obstacles and incentives to such changes. In the face of pressures to internationalize higher education that began after the World War II and continue to grow, administrators searching for effective vehicles to meet the challenge must recognize faculty as a major instrument for internationalization. The needs for institutional incentives for faculty involvement is fundamental to successful internationalization. A recent study of institutional support for Fulbright grantees found that policies and procedures for leave and fringe benefits at many institutions inhibit rather than encourage faculty international involvements. Obstacles to international involvement include: termination of fringe benefits during foreign assignments, restrictions on the co-mingling of sabbatical pay with external funding; expecting a faculty member to use a hard-earned sabbatical year to work abroad under potentially difficult conditions; and loss of merit pay or tenure/promotion evaluations. In general faculty are more likely to participate if they receive recognition and support. Administrative policies that aid involvement can include official statements and policies proclaiming a commitment to faculty involvement; establishment of performance expectations for such projects; flexible leave policies; public recognition; and other types of encouragement. (Contains four references.) (JB)

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Internationalizing Higher Education Through the Faculty

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National Association of State Universities and Land-Grant Colleges

Commission on International Affairs

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Introduction

A commitment to outreach and service has been a component of our universities' mission since the passage of the Morrill Act. As academics, our *status quo* assumptions about the definition of service and outreach are challenged by seismic world changes. While few of our academy colleagues would question the global context of domestic issues (for instance, health or environment), there is no meaningful recognition that research that takes place "over there" has equal intellectual value to domestic experiences.

In 1991 the Commission on International Affairs' Committee on International Exchange began to explore the impediments to faculty working on international assignments. Under the leadership of Chair Jacque S. Behrens of Texas Tech University, the committee convened meetings, reviewed the literature, and consulted with colleagues to analyze the issues and problems.

Not surprisingly, the committee uncovered an array of issues. Information, language, money, and time were all perceived to one degree or another as impediments to international mobility. The specifics vary from campus to campus, but underlying most of the concerns heard by the committee was a familiar refrain: faculty perceive international engagements as jeopardizing to their careers.

The committee concluded that the vast majority of university promotion criteria, while not intentionally hostile to international service and research, were very definitely focused on the domestic milieu. Further, while those criteria could be expanded to encompass overseas settings, few universities had taken that initiative. The committee concluded that a standard criteria for evaluating overseas experience would be a useful document for many universities, especially those with an expressed interest in internationalizing their curricula.

This publication is the work of the commission's Committee on International Exchange. We believe it will be an invaluable tool to NASULGC institutions as well as to other colleges and universities. Its criteria can be folded into existing criteria or can serve as a model for a campus-specific document.

We thank the committee for its thoughtful work and commend this study to anyone with an interest in fostering international experience by faculty.

John V. Lombardi
1993 Chair
Commission on International Affairs

C. Peter Magrath
President
NASULGC

Foreword

Members of the Committee on International Exchange of the National Association of State Universities and Land-Grant Colleges (NASULGC) Commission on International Affairs have long recognized the necessity of involving faculty in international projects and programs. On all too many campuses, international education administrators have difficulty involving faculty in overseas programs because university policies do not adequately support faculty on international assignments. Providing incentives for faculty is not a new topic, and there are no easy solutions. This publication, inclusive of obstacles and incentives for faculty international involvement, is designed to draw further attention to this issue. Certainly the effect of these obstacles and incentives is not limited to faculty participation in international activities, but it may be exaggerated by the international dimension.

A second publication is planned to identify criteria used to evaluate performance in overseas assignments, an equally critical determinant of faculty international involvement. The institutional imperative should be to report and evaluate all international activities in terms equivalent to those normally used for teaching, research and service.

This publication is the result of a cooperative effort of the NASULGC Commission on International Affairs' Committee on International Exchange and especially of Steve Blodgett of the Council for International Exchange of Scholars. As members of the Committee on International Exchange, we hope that academicians and international education administrators will find this publication beneficial in evaluating and/or establishing policies that govern leave and benefits issues for faculty traveling abroad when overseas opportunities occur.

Jacque Segars Behrens, Chair
Committee on International Exchange
Commission on International Affairs
NASULGC

Internationalizing Higher Education Through the Faculty

For many years higher education has struggled with the task of internationaliz-ing the campus—how to expand the interna-tional dimension of aca-demic activity and integrate it into the core of the institution. Progress toward interna-tionalization, however, largely has been haphazard and the process is at best incomplete, even though pressures for enhanced international involvement by our colleges and universities continue to grow.

After World War II, faculties at universities across the country began to realize the need to increase their international involvement. Area studies centers and programs began to emerge, international affairs schools were established, and participation in overseas development assistance projects grew. In the 1970s and 1980s, growing attention was given to the issue as international students came to the U.S. for advanced studies and American students traveled abroad in increasing numbers. However, higher education made few curricula changes in response to these developments, and faculty did not gain a better knowledge of the world or increase their understanding of other cultures.

In the late 1980s and early 1990s, many institutions began to explore more fully the potential for internationalizing the curriculum and broadening the sphere of their international activities. The task of infusing less traditionally international disciplines and course offerings with an international component and expanding exchange and study abroad opportunities beyond the Western world challenged administrators and faculty alike. Although efforts at internationalization have become increasingly sophisticated and inclusive, many institutions are still grappling with how best to implant a lasting international presence.

Campuses today still face a challenge to internationalize as knowledge of international issues, politics and economics becomes critical to our nation remaining competitive in the global market. Administrators searching for effective vehicles to meet the challenge do not recognize faculty as a major instrument for internationalization often enough.

Faculty as a resource for internationalization

Faculty are critical to internationalizing the campus. They are essential to the process of creating and transferring knowledge—teaching

students, conducting research, and disseminating information to all levels of society through public service.

Faculty can only play an active role if an environment is created that ensures that professional development, scholarship, and public service in the international setting are valued. Faculty who travel abroad to conduct research should have their work acknowledged by the university. Equally, those who engage in professional development and public service abroad should be supported in their efforts. University administrators need to ask how the curriculum will be internationalized if faculty themselves are not internationally involved and committed.

Although the issue is not new and is controversial, the need for institutional incentives for faculty involvement is fundamental to successful internationalization. A recent study of institutional support for Fulbright grantees by the National Association of State Universities and Land-Grant Colleges (NASULGC) Commission on International Affairs and the Council for International Exchange of Scholars (CIES) found that policies and procedures for leave and fringe benefits at many NASULGC institutions inhibit rather than encourage faculty international involvement. Only 16 percent of the respondent institutions, for example, reported an established practice of topping off Fulbright awards outside of the sabbatical cycle that would be generally applicable in most cases. Most universities do not have clearly defined policies that govern such matters, and instead, address leave and benefits issues for faculty travelling abroad as each case arises.

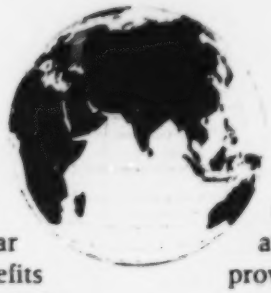
Obstacles to faculty international involvement

Numerous obstacles and disincentives face faculty interested in pursuing work abroad. Although many of these may be characteristic of other types of off-campus activity, the negative ramifications are more pronounced when faculty are placed in an overseas setting.

·Sabbatical leave is not sufficient within itself to cover international expenses. Additional funding is needed for overseas expenses, for moving and transportation costs, and for in-country taxes as needed.

■ When external funding is provided, frequently fringe benefits are not, thus creating an additional financial burden on the faculty member. Many faculty are discouraged from accepting international awards because the university will not provide benefits during the award period.

■ For faculty on sabbatical or other paid leave, health and retirement



contributions may be more readily available. Benefits, however, are usually pegged to leave status—an academic year at one-half salary would include 50 percent benefits provision, with the faculty member paying the remainder.

- Restrictions on the commingling of sabbatical pay with external funding may end up penalizing the individual. Capping total support at the current salary does not take into account the additional expenses that arise both at home and overseas.

- Relying upon sabbatical leave to induce faculty participation is inadequate. Expecting a faculty member to use a hard-earned sabbatical year to work abroad under potentially difficult conditions is unreasonable. Restricting institutional support to the sabbatical cycle will inhibit involvement.

- Upon return to campus, many faculty members lose out in merit pay raises and tenure/promotion evaluations because they do not receive adequate credit for work abroad. This is especially true for new faculty members.

- Faculty often lose retirement income while abroad. Since retirement payments are tied to payroll deduction plans, if faculty receive no university salary during their time abroad, then in many instances no contribution is made to the retirement plan.

- It is difficult to do research abroad and publish results immediately. Scholarly publications may be delayed somewhat, with longer-term payoffs. With the heavy emphasis on "publish or perish," faculty may suffer if they cannot demonstrate immediate results upon their return to campus. Moreover, results of overseas research may not be considered pertinent to reviewers of more prominent journals, further penalizing the aspiring international scholar.

- Failure to leave a faculty salary with the academic unit from which a faculty member departs can harm relationships with the department chair and colleagues. Unless provisions are made to cover the departing faculty member, the department ends up bearing the costs of faculty absences.

Building incentives for faculty participation

Institutional recognition and support are a vital factor in increasing faculty international involvement. Faculty members are more likely to participate if administrative policies facilitate their involvement and if

incentives rather than disincentives exist within the institution.

Following are several ways colleges and universities can provide incentives for faculty involvement.

■ Proclaim a commitment to faculty involvement through official statements and policies (e.g. the mission statement or strategic plan). Some leading U.S. universities, for example, draft a contract to be signed by the administration and outgoing faculty members. The contract guarantees that the faculty member will receive equal consideration for tenure, promotion, and merit pay while overseas. Merit salary review criteria will be adjusted accordingly to acknowledge international activity. Other institutions have adopted an unequivocal statement of support that appears in the faculty manual;

■ Articulate the value of faculty overseas experience by establishing performance expectations and communicating them to faculty members. This would entail evaluating faculty performance for international content in teaching, research, service, and curriculum development, as well as including international expectations in the tenure and promotion process and rewarding such activities accordingly;

■ Support innovative programs to get faculty involved, such as giving recognition of successful internationalization through salary increments, providing competitive grants for departmental internationalization and course development, and setting up competitive funds for international travel by faculty;

■ Permit sabbaticals to be used for public service or overseas teaching (e.g. Fulbright lecturing assignments);

■ Develop flexible leave policies, including regular topping-off or supplementing of international grants for faculty who are not on sabbatical (either individually or universally) or offering to provide travel costs, if the remainder can be raised externally;

■ Continue to provide important fringe benefits such as health insurance or retirement contributions for faculty on sabbatical or non-sabbatical leave to take an international assignment;

■ Stop the tenure clock for junior faculty members on international assignments;

■ Publicly recognize faculty members who are participating in international activities, such as identifying Fulbright recipients and faculty on international assignments in the annual convocation program;

■ Encourage faculty to develop courses, seminars or programs that

utilize their overseas experiences upon their return; and

■ Encourage faculty to collaborate with overseas visiting scholars on campus.

To a large extent, past efforts at internationalizing the campus have proceeded without formal direction or even a high level of institutional support. Developing area studies centers, bringing international students to campuses, or setting up study abroad programs did not necessarily require a broad institutional commitment. As we move into the next and more comprehensive phase of internationalization, developing an internationally knowledgeable and active faculty is a critical determinant of success. For that to occur, universities must take on the task of removing obstacles and disincentives to faculty involvement and become pro-active in creating a supportive institutional climate for overseas activity.

For a detailed discussion on criteria for evaluating off-campus work, see reference:

Elman, Sandra E. and Sue Marx Smock. *Professional Service and Faculty Rewards: Toward an Integrated Structure*. Washington, DC: National Association of State Universities and Land-Grant Colleges (NASULGC), Division of Urban Affairs, August 1985.

Other references:

McCarthy, JoAnn S. *Mobilizing Faculty For the International Education: The Mini-Exchange*. New York: Council for International Education Exchange (CIEE), November 1992.

Blodgett, Steven A. "Institutional Support for Fulbright Grants." *International Education Forum* 13:1 spring 1993 Association of International Education Administrators (AIEA). Washington State University, Pullman, Washington.

Goodwin, Craufurd D. and Michael Nacht. *Missing the Boat: The Failure to Internationalize American Higher Education*. New York: Cambridge University Press, 1991.

For additional information on university incentive policies and faculty international involvement, contact: National Association of State Universities and Land-Grant Colleges, Commission on International Affairs, One Dupont Circle, Suite 710, Washington, D.C. 20036-1191

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